

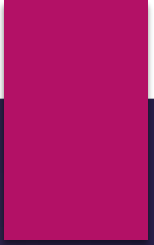


# LTO Preparedness

ARE YOU READY FOR THIS?

# Agenda

- ▶ What is an LTO?
- ▶ Welcome to your room!
  - ▶ Laptops, Red Folders, VM
  - ▶ What should your day look like?
  - ▶ Long term plans?
  - ▶ Progress/Report cards?
- ▶ Where to find what you need?
  - ▶ Connect
  - ▶ BrightSpace for Staff (PD)
  - ▶ Using Medianet (ordering books and kits),
- ▶ Getting familiar with Edsby
  - ▶ How to set up Edsby marks?
- ▶ Mentors?
- ▶ How to plan when you are away?
- ▶ Ending your LTO, what do you need to do?



▶ "Long-Term Occasional Teacher" means an Occasional Teacher who is required to teach under Section L3.1 for a period of nine (9) or more consecutive teaching days in the same assignment. An interruption in the assignment due to sickness, bereavement leave, or a professional activity day shall not interrupt the continuance of the assignment.

# How do I get an LTO? Or on “the list?”

Long terms are awarded in multiple ways.

The current practices are based on the Local Collective agreement that expired last year.

Hiring practices have been moved to the Provincial Collective agreement (meaning all the province will have the same agreement).

# LTO Process for the following year

(which would put you on the  
LTO eligibility list AFTER reorg.)

Step 1: Begin on OT Roster (which is listed in MyGEC)

Step 2: Complete the following:

- select you want LTO's on the annual Occasional Teacher Survey
- must have successfully completed the one-year probationary period.
- must have had a LTO of 80 working days or longer.
- must have had a successful LTO Evaluation (from an LTO of 80 working days or longer) and submitted a completed form from the PREVIOUS school year. (For example, to be eligible for an LTO post reorganization Sept 2023, a successful evaluation must be submitting to admin prior to June 2022.)

Step 3: You will move to the LTO Eligibility List automatically. It is posted at the end of summer, ensure your name is on it.

Step 4: The calls which come out in August for LTOs will use the list generate from the previous year.

- HOWEVER contracts are awarded during reorganization. At the time, the unfilled LTOs are assigned. However, at that point there may not be a specific reason someone got the LTO over you. It does not follow the seniority list.

# LTO Process the rest of year

- ▶ Postings are sent out usually on a monthly a basis. ANYONE can apply. Even if you do not meet the LTO requirement lists. You might get lucky and be the only person who applies to a certain job.
- ▶ You fall into one. You get called for a daily and it keeps getting EXTENDED and EXTENDED. On the 9<sup>th</sup> day, you are paid the LTO rate which is retroactive to the first day. After 90 calendar days, you will receive an invite to join the benefits program. (Coverage will also be retro to your first day, so keep any receipts.)

“

So LTO leads to a contract,  
or can I get a contract at any  
time?

”

YOU NEED A SUCCESSFUL EVALUATION FROM AN LTO OF 80 DAYS OR MORE TO QUALIFY FOR A CONTACT

Short answer: Yes.

Long answer: Yes, but not always. Qualifications play a large role as well (For example, special qualifications with Deaf and hard of hearing).

THE NEW TEACHER INDUCTION PROGRAM IS A SUPPORTIVE PROGRAM THAT IS FOCUSED ON ORIENTATION, MENTORING AND PROFESSIONAL LEARNING. TEACHERS WITHIN THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD ARE A PART OF THE NTIP PROGRAM AS NEWLY HIRED OT'S THROUGH TO THE COMPLETION OF THE NTIP ELEMENTS AND REQUIREMENTS AS A NEW CONTRACT TEACHER. THROUGHOUT THIS TIME PERIOD, EDUCATORS WILL BE PROVIDED WITH DIFFERENTIATED OPPORTUNITIES TO ENGAGE IN ORIENTATION, LEARNING AND MENTORSHIP EXPERIENCES.

***SPECIFIC LEARNING OPPORTUNITIES WILL BE TARGETED FOR VARIOUS TEACHING GROUPS INCLUDING:***

- 2022-2023 NEW CONTRACT TEACHERS
- OCCASIONAL TEACHERS IN LONG-TERM ASSIGNMENTS 80 DAYS OR LONGER
- CONTRACT TEACHERS WHO ARE IN THE PROCESS OF COMPLETING ALL OF THE NTIP ELEMENTS (E.G. 2020/2021 AND 2021/2022 CONTRACT HIRES)
- DAILY OCCASIONAL TEACHERS

# How do I get evaluated?

- ▶ Once you have started your LTO which is longer than 80 days. You will need to connect with your Principal regarding receiving an Occasional Teacher Evaluation. (Can be called an NTIP LTO Appraisal.)
- ▶ NTIP is a ministry program to assist and educate new teachers. Due to shortages, the workshops have become less available for Occasional Teachers.



LTO PROCESS?  
CONTRACTS?  
OT ROSTER?

# Questions?



# You got the call.

WELCOME TO YOUR CLASSROOM!

“

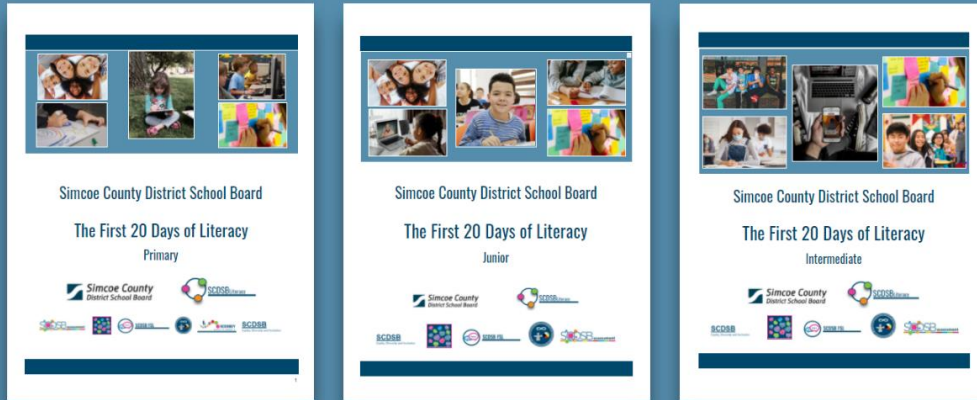
I'm here. I am overwhelmed and  
unsure of where to even start.

”

WE HAVE BEEN HERE, AND IT IS HARD.

The first couple days of your LTO may be challenging. It is ok to take a few days to get to know the kids. Do some community building activities. (First 20 Days of Literacy through SCDSB)

# Welcome to the First 20 Days of Literacy



#SCDSBLiteracyFirst20



Join the Ontario Teachers:Google Drive. Search SCDSB first 20 days.

Or try this [link](#)

For math click [here](#)

Mental health

Click [here](#)

# What else do you need to do?

Book a laptop through IT	Go to MyGEC, HelpDesk, Request something, Hardware Request •Helpdesk is where you go for password resets, apps or software checks.
Check your Red Folder/Binder	It is your responsibility to ensure this is up to date. Check other teacher's books if you need too. Secretaries can help if you are missing any school related items.
Setting up your voicemail	Put in a ticket for a extension number. Follow instructions.
Getting into Edsby	It should only take a day or two but if it is taking longer, you can send a request to IT. Make sure you have class list while waiting.
Parent Communication	If you have access to Edsby then starting making your presence known. Introduce yourself. If not, send home a letter introducing yourself with your school contact information. Do not wait until there is a problem to make yourself know.

RED FOLDERS?

LAPTOP?

VOICEMAIL?

# Questions?



More details  
about Edsby to  
follow...

# Planning

LONG RANGE PLANS,  
WEEKLY PLANS  
DAILY PLANS  
SO MANY PLANS....

# Plan, Plan and Plan some more

Deciding how to plan can be a hard decision.

Here are some suggestions and guidelines.

Long range plans are no longer provided by school.

Math is available on Ontario government website.

- ▶ **300 minutes of Math per 5 day Cycle**

- ▶ **100 minutes of Literacy per day**

- ▶ **PE**

- ▶ Cannot be changed

- ▶ **French**

- ▶ After grade 3, cannot change it.

- ▶ **Arts (Dance, Drama, Visual Arts)**

- ▶ Double period is always great, but you also need to rotate between other arts as well

- ▶ **Social Studies, Science, Health**

- ▶ You do not need to teach these topics at the same time. Break up the units and switch back and forth



Block break  
down in next  
slides



## Example of weekly Grade 6/7 schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	French (Prep) 9:10 - 9:50
	Math 9:20 - 10:50	Math 9:20 - 10:50	Math 9:20 - 10:10	Math 9:20 - 10:10	Math 9:50 - 10:50
10 AM			French (Prep) 10:10 - 10:50	Health 10:10 - 10:50	
11 AM	Nutrition Break 10:50 - 11:30	Nutrition Break 10:50 - 11:30	Nutrition Break 10:50 - 11:30	Nutrition Break 10:50 - 11:30	Nutrition Break 10:50 - 11:30
	French (Prep) 11:30 - 12:30	French (Prep) 11:30 - 12:30	Gym 11:30 - 12:20	Art 11:30 - 1:10	Gym 11:30 - 12:20
12 PM			Science/Social Science 12:20 - 1:10		Science/Social Science 12:20 - 1:10
	Drama/Dance/ 12:30 - 1:10	Science/Social Science 12:30 - 1:10			
1 PM					
	Nutrition Break 1:10 - 1:50	Duty	Nutrition Break 1:10 - 1:50	Nutrition Break 1:10 - 1:50	Duty
	Duty	Nutrition Break 1:10 - 1:50			Nutrition Break 1:10 - 1:50
2 PM	Literacy 1:50 - 3:20	Literacy 1:50 - 3:20	Literacy 1:50 - 3:20	Music (Prep) 1:50 - 2:30	Literacy 1:50 - 3:20
				Literacy 2:30 - 3:20	
3 PM					
	Daily Wrap up	Daily Wrap up	Daily Wrap up	Daily Wrap up	Daily Wrap up
			Duty	Duty	Duty

# Example of a daily plan

This is what was left for the OT when I called in sick.

## P Jessica Anderson's Lessons for Tuesday, December 13, 2022 (Day 3)

Untitled Lesson  
Morning Meeting

9:05 am - 9:15 am

Prepare PowerPoint for the morning. - Greeting/Share/Activity  
I do have raffle tickets I give out during the day. Feel free to use them as incentive. At the end of the day I draw 1 ticket. (Don't let them convince you other wise.)  
If they are finished their history early, feel free to take them outside.  
Students that will need reminders to stay on task - Kyle, Jackson Hucker, Aria, Cassidy.  
Everything that is incomplete is homework and will be check the next day.  
Isaac does a lot of work on his computer, the student around him will rat on him whenever possible. He needs lot of encourage to complete work. He has an IEP and can complete any writing on his computer. He will ask to walk in the hallway when he is upset. Watch Aaliyah around him, she likes to make rude comments to get a reaction.

Line Graphs  
Math

9:20 am - 10:10 am

Gr 6 Lesson Students compared and interpret a broken line graph and a continuous line graph.  
Minilesson:  
Important terms: discrete (counted, eg. # of students) vs continuous data (measured, eg Temperature)  
[Minds On Lesson](#)  
  
Lesson: ( will need laptops.)  
Can either graph on excel or on paper.  
(quick youtube for how to make a line graph in excel [How To Make A Line Graph In Excel-EASY Tutorial - YouTube](#))  
[Action - Whole group lesson](#)  
  
Consolidation:  
[Group discussion](#)

Untitled Lesson  
French (Prep)

10:10 am - 10:50 am





## COMPONENTS OF A FLEXIBLE MATH BLOCK



School boards are expected to protect a block of time during every school day for teachers in Grades 1 to 8 to focus on effective mathematics instruction that supports students in achieving the expectations set out in The Ontario Curriculum. All students must receive a minimum of 300 minutes of math per five-day cycle.

At the GECDSD, we support the integration of 100 minutes of math instruction daily whenever possible.

### PROPOSED FLEXIBLE FIVE-DAY MATH BLOCK SCHEDULE

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>MATH TALK –</b> Building Number Fluency	<b>MATH TALK –</b> Building Number Fluency	<b>THREE PART LESSON</b> Teaching Through Problem Solving	<b>MATH TALK –</b> Building Number Fluency	<b>MATH TALK –</b> Building Number Fluency
<b>THREE PART LESSON</b> Teaching Through Problem Solving		<ul style="list-style-type: none"> <li>Minds-on</li> <li>Action</li> <li>Consolidation</li> </ul>	<b>THREE PART LESSON</b> Teaching Through Problem Solving	
Opportunity for student self-assessment and formative assessment of student learning relative to the learning objective.				
<b>MATH TALK –</b> Building Number Fluency	<b>THREE PART LESSON</b> Teaching Through Problem Solving	<b>INDEPENDENT PURPOSEFUL PRACTICE</b>	<b>LEARNING CENTERS –</b> Creative Mathematics	<b>SMALL GROUP INSTRUCTION</b>
<ul style="list-style-type: none"> <li>Minimum three times per week</li> <li>10-30 minutes on average (can vary)</li> <li>Should emphasize number fluency as outlined by the 2018 Ministry document "Focusing on the Fundamentals of Math"</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving is the central focus of an effective Mathematics program</li> <li>Three-part math lesson model</li> <li>Carefully consider planning for an effective consolidation through <i>The Five Practices</i></li> <li>Engage in problem solving frequently</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful, distributed practice to reinforce prior and new concepts and skills</li> <li>Clear connection to learning objectives</li> <li>Timely feedback should be provided</li> </ul>	<ul style="list-style-type: none"> <li>Intentional planning of centers to reinforce learning objectives</li> <li>Clearly established norms and routines to promote student independence</li> <li>Integration of 21st century skills through coding, robotics and STEAM</li> <li>Use of digital tools to reinforce concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>Flexible groupings in response to student learning needs</li> <li>Based on assessment</li> <li>Targeted remediation</li> <li>Use of high-yield intervention strategies</li> <li>Opportunity for assessment</li> </ul>
<b>ASSESSMENT FOR AND AS LEARNING</b>				
<ul style="list-style-type: none"> <li>On-going opportunities to collect information related to student learning along a developmental continuum</li> <li>A variety of exit tickets to determine where students are relative to the learning objective</li> <li>Frequent opportunities for self-assessment based on clear criteria</li> </ul>				

\* Please note this is a proposed flexible five-day schedule. Times and components can vary in response to student need.

# Ex. literacy block

Monday	Tuesday	Wednesday	Thursday	Friday
10 Minute Phonics Mini Lesson (Using more personalized word lists)	10 Minute Vocabulary Mini Lesson (High's do word study playlist)	10 Minute Phonics Lesson (Using more personalized word lists)	10 Minute Vocabulary Lesson (High's do word study playlist)	15 Minutes Phonics/Vocabulary Assessment
20 Minute Whole Group Comprehension Lesson	20 Minute Whole Group Comprehension Lesson	20 Minute Whole Group Comprehension Lesson	20 Minute Whole Group Comprehension Lesson	15 Min Comprehension Mini Lesson & 15 Min Assessment
60 Minute Small Groups: ↓	60 Minute Small Groups: ↓	60 Minute Small Groups: ↓	60 Minute Small Groups: ↓	60 Minute Small Groups: ↓
20 Minutes: ⅓ (Low) w/ IA working on phonics ⅓ (Med) w/ teacher working on phonics ⅓ (High) on own working on word studies (greek/latin roots)	⅓ Class on Digital Content ⅓ Class with Teacher working on Comprehension (Switch after 20 minutes)  IA pulling for 1:1 support	20 Minutes: ⅓ (Low) w/ IA working on phonics ⅓ (Med) w/ teacher working on phonics ⅓ (High) on own working on Lit Circles  40 Minutes: Guided Reading Group & Playlists	⅓ Class on Digital Content ⅓ Class with Teacher working on Comprehension (Switch after 20 minutes)  IA pulling for 1:1 support  20 Minutes Guided Reading - rest of class on DC	20 Minutes: ⅓ (Low) w/ IA working on skill ⅓ (Med) on own working on phonics ⅓ (High) w/ teacher working on Lit Circles  40 Minutes: Guided Reading Group & Playlists
40 Minutes: Guided Reading Group & Playlists	20 Minutes Guided Reading - rest of class on DC			

Guided Reading Groups: E - I	Monday	Tuesday	Wednesday	Thursday	Friday
	Group E	Group E	Group F	Group E	Group F
	Group I	Group F	Group G	Group G	Group H

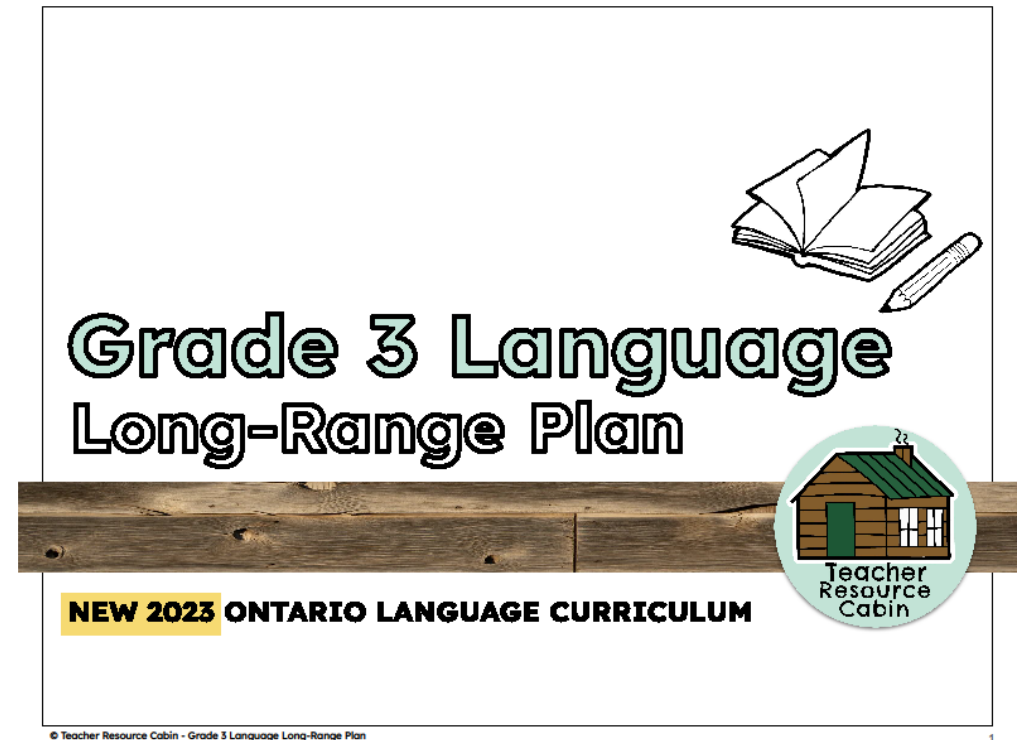


LANG	Monday Nov 28 Day 5	Tuesday Nov 29 Day 1	Wednesday Nov 30 Day 4	Thursday Dec 1 Day 3	Friday Dec 2 Day 4
8:20 - 10:00	<i>More Sounds Monday</i>	<i>Talk About It Tuesday</i>	<i>Wordy Wednesday</i>	<i>Think Aloud Thursday</i>	<i>Fluency Friday</i>
WHOLE GROUP	Weekend Recap 1 min drill (Kilpatrick)	Would you rather - on desk 1 min drill (Kilpatrick)	Word of the Day 1 min drill (Kilpatrick)	Would You Rather 1 min drill (Kilpatrick)	Community Circle Fun Friday:
	Visual Drill Aud/Kin Drill Blending Drill	Vowel Intensive (See blue Flip Chart) Fluency Practice - on desk	Visual Drill Aud/Kin Drill Blending Drill	Vowel Intensive (See blue Flip Chart) Fluency Practice -on desk Vowel Owls	Visual Drill Aud/Kin Drill Blending Drill
	<b>New Phoneme</b> See blue flip chart on board.  New Sound: -soft c and g  Record sound in their green "new sounds" duotang.	<b>Oral Comprehension</b> - headbands - read aloud (from our novel) - Read Aloud - on desk	<b>Heart Words</b> (do the highlighted activity) - target lesson (attached) - duotangs - spin-say-write - Screen Write - Ortho Map - sailboats - bingo	<b>Literacy Centres</b> Students choose from one of the centres on the shelf on one of the 5 key components.  Work individually with students as needed.	<b>Fluency Work Megabook pg 24.</b> Use No David! Focus on punctuation. Have them echo read on a second reading.
SMALL GROUP	Small Group: Dictation	Small Group: Read Decodable (in  Read the decodables they were given yesterday.  Pay attention to any errors they are making. Remind them of our word reading strategies posters.  Have them use scooping to build fluency.  Other Kids are working on Job Binders	Small Group: syllabication   Other Kids are working on Job Binders	Small Group: Word Chains  All Groups: work on word chains and ladders using the letter tiles and list from Reading Simplified.  (on desk)  Other Kids are working on Job Binders	Small Group: Fluency  Each group has their own fluency passage they are working on all week. This is was given to them at the beginning of the week.  Other groups are working on finishing their Job Binders or Mustard and Pickles.
5 Min Break					
WHOLE GROUP	<b>Reading Exp 1.5 Inferring</b>  Explain that we will be starting a new expectation - inferring. We will be trying to make sense of what we are reading by filling in the gaps.  Start with pictures and have them discuss what they think is happening in the pictures and why.	<b>Writing Exp. 1.2 Generate Ideas Monday Journals :</b> They copy down the date into their journals and then write for 7 mins. They work on getting their ideas down rather than spelling words correctly. They should be practising sounding out the sounds.  They can write about anything they like.	<b>Writing Exp. 2.4 Sentence Fluency Framing Your Thoughts</b>  See sticky note on the lesson. The book is on the back table. The work is in their dark red writing folders.  Compound subjects action predicate	<b>Reading Exp 1.5 Inferring</b>  Read a wordless picture book and work together to "tell the story."	<b>Fun Friday:</b>  Play Blooket on soft c and g.

DAILY PLANS?  
WEEKLY PLAN?  
BLOCK BREAK  
DOWNS?

# Questions?

A long-range plan is SO helpful. There are lots of free ones. This is example of what it looks like...



Suggestion:  
If you are on  
Facebook, join  
the Ontario  
Teachers:  
Google Drive



Ontario Teachers: Google Drive

Private group • 28.8K members

# Grade 6/7 Long Range Plans Ontario Curriculum



**2 Peas and a Dog**  
Middle School Teaching Resources





LONG RANGE PLANS?

Questions?

### DISTRIBUTION DATES

Progress reports will go home on Monday, November 13th, 2023.

Report cards will go home on

February 12th, 2024

June 27th, 2024

### INTERVIEWS

Parent-teacher interviews will take place on

November 16th, 2023 (evening)

February 15th, 2024 (evening)

# Progress reports and Report cards

YOU DON'T NEED TO ASSESS  
EVERYTHING. CHECK FOR  
COMPLETENESS.

MARK WHAT YOU ARE GOING TO USE  
FOR PROGRESS/REPORT CARDS

# Progress reports

COMMENTS ARE REQUIRED FOR AT LEAST 3 OF THE 6 LEARNING SKILLS AND WORK HABITS. A COMMENT MUST BE INCLUDED WHEREVER A TEACHER HAS INDICATED THAT THE DEVELOPMENT OF A LEARNING SKILL/WORK HABIT NEEDS IMPROVEMENT.

THE CHOICE TO INCLUDE COMMENTS FOR SUBJECT AREAS OTHER THAN LANGUAGE AND MATHEMATICS IS LEFT TO THE PROFESSIONAL JUDGEMENT OF THE TEACHER.

A COMMENT MUST BE INCLUDED WHEREVER A TEACHER HAS INDICATED A STUDENT IS PROGRESSING WITH DIFFICULTY. WHEN WRITING COMMENTS, TEACHERS WILL INCLUDE STRENGTHS AND NEXT STEPS FOR IMPROVEMENT

	Report Card I	Report Card II	Notes
Language	X	X	
French	X	X	Achievement in each of the 4 strands must be reported on at least once in the school year, on either Report I or Report II.  If a particular strand is not part of the student's program during that reporting period, indicate this in the comments and leave the grade/mark column blank.
Native Language	X	X	If there is not a Native Language program offered at a school site this box will be auto-filled by secretaries during set up
Math	X	X	Achievement will be reported on as one overall grade/mark, with supporting comments
Science	X	X	
Social Studies	X	X	
History	X or	X	Report I or II
Geography	X or	X	Report I or II
Health	X	X	
Physical Education	X	X	Students exempted from Human Development and Sexual Health will not be penalized (i.e. the expectations are not assessed, evaluated, or reported on)
The Arts	X	X	3 out of the 4 Arts must be reported on Report I & II. Achievement in each of the 4 Arts must be reported on at least once in the school year, in either Report 1 or Report 2.
Learning Skills & Work Habits	X	X	"In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement" (p. 55 Growing Success)

#### When do I check the N/A Box?

**Language**→ if the student is enrolled in an immersion French program and is not receiving any language instruction in English

**French**→ If a student does not receive instruction in French

**Native Language**→ if the student does not receive any instruction in a Native Language (see note in the table above)

**History/Geography**→ If either subject is not part of a student's program for Report I or II.

**Arts**→ When achievement in a strand is not reported for Report I or II

For the Arts, French History and Geography subjects not being reported on in the current reporting period will require a statement in the comments:

-instruction was not provided for that subject

# Report cards

PRINCIPALS SHOULD GIVE DEADLINES AS TO WHEN THEY NEED TO BE SUBMITTED.

PROGRESS REPOTS?  
REPORT CARDS?

# Questions?



Report Card  
workshop is on  
the horizon

“

How do I find this? Where did they get that?

”

THE SCHOOL BOARD DOES HAVE RESOURCES FOR YOU. CHECK FIRST BEFORE YOU PAY OUT OF POCKET

Connect, Brightspace for Teachers, Medianet/Media Centre

# Connect

This is the where all of the links for everything are stored.

It will be helpful to become familiar with what is there.

- ▶ Clever – IEPS tool
- ▶ Password Reset tool for school accounts
- ▶ CAS - if need to call must fill out sheet
- ▶ Helpdesk Ticket
- ▶ Leave of Absence Forms – must submit LOA form for days off other than sick days.
- ▶ Brightspace for Teachers

- Home
- ESS Portal
- SmartFind (TESS)

- OFFICE 365
- Excel
  - OneDrive
  - OneNote
  - Outlook
  - PowerPoint
  - Teams
  - Word
  - Security Information

- IT SERVICES
- Helpdesk
  - Knowledgebase

## Resources

<b>App Catalogue</b>	Open the App Catalogue tool
<b>BookIt</b>	Used to track professional development
<b>Brightspace for Staff (PD)</b>	Login to Brightspace for Staff (PD)
<b>Brightspace for Students</b>	Login to Brightspace for Students
<b>CAS</b>	Open the CAS tool
<b>Clevr</b>	Login to the Clevr system
<b>eBase (Facility Services)</b>	Login to the Facility Services eBase system
<b>Edsby</b>	Login to the Edsby system
<b>Employee Online Forms</b>	Login to the Employee Online Forms system
<b>Employee Self Service Portal</b>	Login to the Portal
<b>Health and Safety</b>	Open the Health and Safety page on the staff intranet
<b>Helpdesk</b>	Contact the helpdesk
<b>Media-X</b>	Login to the Media-X system
<b>myBluePrint</b>	Login to the myBluePrint system
<b>MyGEC (Staff Intranet)</b>	Login to MyGEC
<b>Online Incident Reporting</b>	Open the new Online Incident Reporting tool
<b>Postings</b>	Open the Current Postings Tool
<b>Request For School Supply Tax Credit</b>	Teachers and early childhood educators are able to claim a tax credit for school supplies
<b>School Cash Online</b>	Paying for school items just got easier
<b>SmartFindExpress (TESS)</b>	Create an absence in our absence management system
<b>Webstock</b>	Open the Webstock tool





# Brightspace for Teachers

You will access all of your training from here.

You will also access

- Thumbnails (where curriculum information goes)
- Growing Literacy
- Report Card writing

The screenshot shows the GECD Brightspace portal. At the top is the GECD logo and navigation links: My Home, Awards, and FAQ. A user profile for Jessica Anderson is visible. The main content area includes a 'Welcome' message, a 'My Courses' section with a dropdown menu, and a 'Need Help?' section with contact information. The 'My Courses' section displays three course thumbnails: 'Understanding Workplace Violence at the GECD (PD)', 'Working with Difficult People', and 'Concussion Training 2023-24'. The 'Need Help?' section provides contact details for the helpdesk and links to the FAQ, Public Board Site, and Connect.



Thumbnail Sketch (TNS)  
Resources



Growing Literacy



Sample Comment  
Frameworks for  
Elementary 2021

Edsby

Search for anything

Home Beth Archer

Science

SNC2D\_A

Class Evidence Gradebook Perspective Planner Attendance Report Card

Teachers

Ms. Beth Archer

Pinned Items

Some photos from our Student Workshop today! Members of our Science class had the opportunity to partner with elementary school students and help them with their school work!

Students

View All 20

Content

Science

Biology: Sustainable Ecosystems

Human Impacts and Biodiversity

The Scientific Method

Themes of Canada

Designing an Experiment

Genomes and Relationships

Note Journal Assessment Event Poll

Post to this class only

Ms. Beth Archer

Project: Ecosystem Diagram - Friday, May 31 2019 @ 1:05PM

Choose one of the types of ecosystems we have studied in this course so far. Research a specific location where the type of ecosystem occurs and draw a diagram. On a separate piece of paper, explain the ecosystem and how each component works to form the system. An exemplar diagram has been provided below.

5 days ago

Lisa Lee

Are we allowed to pick a tundra ecosystem or no because the

5 days ago

Ms. Beth Archer

Great question, Lisa. You can pick a tundra ecosystem, however, use different organisms than what is in the exemplar.

5 days ago

Ms. Beth Archer

Topics Covered

Today was a review class for Electrochemistry, which included concepts from chapters 3-5 in the textbook.

To Do

Recommended Practice Problems:

Pg. 97 - 101

1, 3, 4, 7ace, 9bd, 11, 14, 19, 21, 21, 27, 32

Please refer to the attached test outline for a full list of concepts you will be tested on in a week.

Date:

May 29

Electrochemistry

Unit Test

Mon, Jun 3

Today Day 3

1:05PM Science

SNC2D\_A

This Week

WED 5PM Planned Absence

Science

Journal

Topics Covered

Today was a review class for Electrochemistry, which included concepts from chapters 3-5 in the textbook.

To Do

Recommended Practice Problems:

Pg. 97 - 101

1, 3, 4, 7ace, 9bd, 11, 14, 19, 21, 21, 27, 32

Please refer to the attached test outline for a full list of concepts you will be tested on in a week.

Electrochemistry

Unit Test

Library

SNC 2D Course

The Structure of the

redreider

SNC2D Course

Edsby

► This is where you will access all things related to your classroom.

► Learn to work with it.

- Is done twice a day.
- Check with your secretary as to what times it needs to be submitted

- Best place to communicate with parents and students. This can be done together or individually
- Excellent to keep track of

- Can be a great way for students and parents to keep track of assignments that are due or missing.
- Also great for posting the

- Ensure that you have set it up to reflect the strands for Literacy and French language.
- Literacy is broken down into Reading, Writing, Oral

## Restrict Schemes to Strand (elementary only)

Educators who teach French or Language Arts whereby they have to report on different strands and wish to have marks auto populate their report card strands, this box has to be checked at the beginning of the term. However, if educators choose this method, they will no longer be able to use rubrics as a method of assessment.

**Please Note....**

Schemes

☒ Restrict Schemes to Strands

Strands

Reading Writing Oral Communication Media Literacy

Attendance

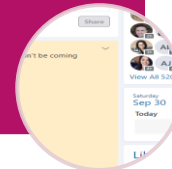
- Whether you use gradebook, OneNote, Excel, or paper.
- Your comments and marks will need to be inputted in the report card/progress report

Progress Reports and Report cards

L	A	Grade
2	1	81
Write comment...		
3	1	83
Write comment...		
2	1	79

- Some schools use the staff room to book a laptop cart on the calendar
- They may have updated forms and policies as well.

School Staff room Group



- There are so many groups, that Edsby will automatically add you into.
- Other recommended groups-
  - Media Centre
    - post resources that are available online or by ordering
  - Early Years
    - for anyone in FDK
  - Math
    - Great to see what new resources, apps that are available

My Group



CONNECT?  
BRIGHTSPACE?  
EDSBY?

# Questions?

# Medianet

This is your go to for novels, kits, movies, and other resources.

Publicboard.ca

Staff

Media Services

- ▶ Once you have an LTO you need to send and email to Dwayne Teskey  
[Dwayne.Teskey@publicboard.ca](mailto:Dwayne.Teskey@publicboard.ca)
  - ▶ He will assign you a login. If you move schools or get a new assignment, you NEED to let them know. Or anything you order will get sent to the wrong school.
- ▶ Join the Media Centre Edsby group.
  - ▶ Sara Weaver is continuously posting a TON of resources that you can access through Medianet, like movies, books and lesson plans
- ▶ They also post information about the Media Centre.

# What can I get from Medianet?

- ▶ Resources like:
  - ▶ Math kids, science, kits, book bins, DVDs, Novel studies, Literature kits
- ▶ You can search by interest, and/or by division.
- ▶ Always check here before you buy items in for your classroom.
  - ▶ Especially as an LTO teacher, you never know if you will end up in the grade level again.
- ▶ Access to ONCore and Learn360.
  - ▶ Both have a range of resources from TV shows, to printable PDFs with lesson plans.
- ▶ Movie Day or even a Date night?
  - ▶ Check out Criterion. Tons of movies that are available. If you are showing them in the classroom, check the divisional ratings and appropriateness for your class. There are tons of options.

The screenshot shows the Medianet website with a navigation bar at the top containing links: Options Menu, Search, Subjects, Mediagraphies, Order, and My List. Below the navigation bar is an important notice in red text: "IMPORTANT: If you require a Medianet account or have recently moved locations, please send an email to dwayne.teskey@publicboard.ca with your employee number and school." The main content area features a "Basic Search" section with a search input field and a "Submit" button. Below this is an "Optional Filters" section with three dropdown menus: "Search using:" (set to Keyword), "Limit the format to:" (set to All Formats), and "Limit audience level to:" (set to All Audience levels). A note below the filters says "Click Expand to make multiple selections (e.g. format)." Further down is a "Quick Links" section with a red warning: "Please preview all movies and programs to ensure they are appropriate for your students." Below the warning is a link to an "Onsite Repair Form" for audio/visual equipment. The bottom section displays a grid of logos for various educational resources: DVD COLLECTION, BBC (English and French), NATIONAL GEOGRAPHIC CHANNEL (English and French), ONCORE, EDUCATIONAL KITS, LEARN360, CURIO.CA, ONE STOP EDUCATION, criterion, and L'ACTUALITÉ EN REVUE.



# What is the Essex and Windsor Media Centre?

- ▶ Laminating
  - ▶ Bulletin boards
  - ▶ Binding, binder rings
  - ▶ Stamp cutouts
  - ▶ Poster sign printing, colour printing
- 
- ▶ All available for your use.
  - ▶ If you are in an LTO, you will have them charge the school.
  - ▶ If you are not in an LTO, you can bring cash to cover your fees.

TEACHER CENTRES HOURS		PLEASE POST
ESSEX	WINDSOR	
CIVIC CENTRE	CATHOLIC EDUCATION CENTRE	
	* BY APPOINTMENT ONLY	
MON 8:30-5:00	MON 9:00-5:00	
TUES 8:30-8:00	TUES 1:00-7:00	
WED 8:30-5:00	WED CLOSED	
THURS 8:30-5:00	THURS 9:00-5:00	
FRI 8:30-4:00	FRI CLOSED	
	* Closed for Lunch 12:00-1:00	

MEDIANET?  
MEDIA CENTRES?

# Questions?





Last few things to remember...

## Think about getting a mentor!

It is a great resource having a mentor. Maybe another teacher at your school or in the same grade. If you need help looking for someone. Reach out. Ask your principal.

- ▶ Partnering with a teacher within the school who is teaching the same grade is beneficial and connecting with other staff (LST, ESL Teacher/Coach etc.) to know where to start programming for specific students with alternative needs.

“

# I am so sick. What do I do now?

”

HERE ARE SOME THINGS TO REMEMBER WHEN YOU NEED TO TAKE A SICK DAY

Before being sick:

Is your red folder/Binder up to date? Check is often, especially if you are sick, is complete and up to date.

Ensure you have details notes for your OT. Think about the information

Attendance lists and times are always helpful.

Attach anything they need to have a successful day.

It is your requirement to have 3 days' worth of plans available.

# What is in your 3 days' worth of lesson plans?

It is a requirement to have 3 days' of emergency lesson plans.

Here are some examples of what it could include

- ▶ Language
  - ▶ Short story book reports
  - ▶ Media reviews – watch a commercial on youtube. Who is it for? What is the point? How truthful is the information?
  - ▶ Write and present a 30 second monologue about any topic
  - ▶ Create a kahoot
- ▶ Math
  - ▶ Math escape rooms/puzzles
  - ▶ Colour by number/equation
- ▶ Health
  - ▶ Create a balance menu for a restaurant with a silly theme
- ▶ Science/Social Studies/History/Geography
  - ▶ Topical One- pager – Chose a vocabulary word from the current unit.



“

# I got my end date. What do I need to leave behind?

”

YOU ARE REQUIRED TO LEAVE 3 FULL DAYS OF PLANS WHICH CONTINUE FROM WHERE YOU LEFT OFF.  
AS WELL AS ANY ASSESSMENT AND DOCUMENTATION YOU HAVE.

In the event the teacher being replaced wishes to return prior to the anticipated original date of return, the Occasional Teacher will be given five (5) days' notice or placed on priority call out in lieu of notice. In order to continue at grid rate for an LTO, while on priority call out, the occasional teacher must accept all assignments offered.

ANYTHING?

Questions?